# SRT School Portfolio Grid

| Focus Area | Component | Evidence | Correlate Reference |
|---|---|---|---|
| **Academic Performance** | | Please place items in the portfolio in the order they appear below. Use the tabs provided to separate the Focus Areas. Separate the individual pieces of evidence with a sheet of colored paper. All portfolio items appear in the <mark>yellow cells</mark>. | |
| | | **Portfolio:** | |
| *Focus 1: Curriculum* | *Curriculum* | Analysis of MARS data over time (Data Trend Patterns template included) | **1.1a** There is evidence that the curriculum is aligned with the Montana Content and Performance Standards and includes Indian Education for All and local tribal standards if applicable. **1.1b** The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12), with particular attention to the inclusion of local cultural knowledge (as part of a living, constantly adapting system). **1.1c** The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps. |
| | | Teacher curriculum map | |
| *Focus 2: Assessment* | *Assessment* | Assessments grid (Assessment Grid template included) | |
| | | Meeting dates and notes | |
| | | Analysis and/or samples of student work (request High, Middle and Low examples) | |
| | | Classroom observation of instruction | **2.1a** Classroom assessments of student learning are frequent, rigorous and aligned with Montana's Content and Performance Standards. **2.1e** Multiple assessments are specifically designed to provide meaningful feedback on student learning instructional purposes. **2.1h** Samples of student work are analyzed to inform instruction, revise curriculum and obtain information on student progress. |

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| Focus 3: Instruction | Data-driven Instruction | Classroom observations: iWalkthough | **3.1a** There is evidence that effective and varied instructional practices are used in all classrooms. **3.1d** Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning. **3.1f** Instructional resources (textbooks, supplemental reading, and technology) are sufficient to effectively deliver the curriculum. **7.1b** Leadership decisions are focused on student academic performance and are data-driven and collaborative. **7.1c** There is evidence that the school/district school improvement team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan. |
|---|---|---|---|
| | | Interviews | |
| | | Sharing of data (MARS, DIBELS, STAR) | |
| | | Access to data (MARS, DIBELS, STAR) | |
| | *High Expectations and Accountability* | Walk-throughs | **4.1e** Teachers recognize and accept their professional role in student success and failure. |
| | | Interviews | |
| | | **Portfolio:** | |
| | *Opportunities for learning beyond the classroom* | After school programs | **5.1d** Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction. |
| | | Before school programs | |
| | | Summer school | |
| **Learning** | | | |

# SRT School Portfolio Grid

| Environment | | | |
|---|---|---|---|
| *Focus 4: Effective communication* | *Effective communication* | **Portfolio:** | |
| | | Report Cards | **4.1g**<br>Teachers communicate regularly with families about individual student's progress (e.g., engage through conversation). |
| | | Staff communication<br>• Verbal<br>• Written<br>• Electronic<br>• Agendas | |
| | | Letters (SES, School Choice, general newsletters) | |
| | | Web page | |
| | | Emergency procedures | |
| | | Phone trees | |
| | | Newspaper clippings | |
| | | Calendar | |
| *Focus 5: Collegiate Leadership Teams* | *Collegiate Leadership Teams* | **Portfolio:** | |
| | | Agendas | **4.1d**<br>Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning. |
| | | Schedules of when teams meet | |
| | | Roles and responsibilities | |
| | | Delegation | |
| | | List of who is on teams | |
| | | Walk-throughs: | **4.1d**<br>Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning. |
| | | Mission | |
| | | Vision | |
| | | Demonstrates instructional leadership | **7.1a**<br>Leadership has developed and sustained a shared vision.<br>**7.1j**<br>There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning |

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| | | | |
|---|---|---|---|
| | | | environment, efficiency and a safe culturally responsive environment.<br>**9.1a**<br>There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners. |
| *Focus 6: Continuous Improvement Process* | *Continuous School Improvement Process* | Portfolio: | |
| | | 5YCEP | **7.1h**<br>District and school leadership provides a process for the development and the implementation of continuous school improvement.<br>**9.1a**<br>There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.<br>**9.2a**<br>There is evidence the school/district planning process involves collecting, managing and analyzing data.<br>**9.2b**<br>The school/district uses data for school improvement planning.<br>**9.5a**<br>The action steps for school improvement are aligned with the school improvement goals and objectives.<br>**9.5b**<br>The plan identifies the resources, timelines and persons responsible for carrying out each activity.<br>**9.5c**<br>The means for evaluating the effectiveness of the improvement plan are established.<br>**9.6a** The plan is implemented as developed.<br>**9.6b**<br>The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.<br>**9.6c**<br>The school evaluates the degree to which it achieves the |
| | | School Improvement Plan | |
| | | Montana SRT Progress Report (template included) | |
| | | Instructional teaming (minutes, agendas, Performance Data Reports (PDR), etc.) | |

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| | | | |
|---|---|---|---|
| | | | expected impact on classroom practice and student performance specified in the plan. |
| *Focus 7: Parent/community Involvement* | *Parent/community Involvement* | **Portfolio:** | |
| | | List of Parent Meetings | |
| | | School/parent compact | |
| | | Parent/teacher conferences | |
| *Focus 8: School Culture* | *School Culture* | Observations: | **4.1a** There is leadership support for a safe, orderly, culturally sensitive and equitable learning environment (e.g., culture reviews/school opinion surveys). |
| | | Displays of student work | |
| | | Displays that reflect the culture of the community | |
| | | Physical condition of the school building | |
| | | **Portfolio:** | |
| | | Behavior policies | |
| *Focus 9: Professional Development/Evaluation* | *Professional development/ Evaluation* | **Portfolio** | |
| | | District PD plan | **6.1a** There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth. **6.1d** Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities. **6.2a** The school/district provides a clearly defined evaluation process. |
| | | School needs assessment | |
| | | School PD plan | |
| | | Individual PD growth plans | |
| | | Evaluation schedule | |
| | | Master Agreement | |
| | | Master Schedule | |

# SRT School Portfolio Grid

| Efficiency | | | |
|---|---|---|---|
| | | **Portfolio:** | |
| *Focus 10: Use of Resources* | *Use of Resources* | Staff assignments and qualifications (Annual Data Collection) | **4.1f** The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths. |
| | | Instructional schedule (aggregate hours) | **8.1a** |
| | | Budgets (state and federal) | There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance and provide extended learning time and culturally relevant learning activities. |
| | | Access to health services (Letters of Agreements, contracts, schedules, counselor, nurse, etc.) | **8.2a** The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources. **8.2d** State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, etc) to address student needs identified by the school/district. |

| Key | |
|---|---|
| Portfolio | |
| Observations | |
| Interviews | |